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ABSTRACT

The document describes the Learning Disabilities and Emotional Disturbance Master's Degree Programs developed at Washburn University of Topeka, Kansas. Fourteen prerequisite and program course requirements are described. Each course description includes: specific course objectives, a general course description, the competencies associated with the given course, the student evaluation procedures, and a selected bibliography. The document also describes the manner in which the Kansas State Department of Education requirments are fulfilled. In addition, special education-related resources available in Topeka are summarized. Courses address such topics as educational research; methods, materials, and curriculum; assessment; behavior management; reading; and issues in modern American education. (Author/CL)

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ED249677

Certifying Special Education Programs

for

Teacher Education.

A Proposal to the
Department of Education
State of Kansas

from

The Department of Education and Home Economics
Washburn University

Fall 1983

Prepared by:
Ellen C. Wertlieb, Ph.D.

EC 170473

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Abstract

The present document describes the Learning Disabilities and Emotional Disturbance Master's Degree Programs developed at Washburn University of Topeka. Prerequisite and Program course requirements are described. Each course description includes: (a) specific course objectives, (b) a general course description, (c) the competencies associated with the given course, (d) the student evaluation procedures, and (e) a selected bibliography. The document also describes the manner in which the Kansas State Department of Education requirements are fulfilled. In addition, special education-related resources available in Topeka are summarized.

PREFACE

The present proposal was submitted to the Kansas State Department of Education in Fall 1983. The Learning Disabilities Master's Program was reviewed at that time and subsequently given State approval. The Emotional Disturbance Master's Program was reviewed in May 1984 after hiring a full-time faculty member in Special Education to teach the Emotional Disturbance courses. We are presently awaiting State approval for the second program.

I would like to thank my colleagues for the help and support that they extended to me in the preparation of this document. Most notably, I would like to thank: Dr. Mary Shoop for contributing the course summary and requirements for Speech and Language Development as well as Reading and the Exceptional Learner; Dr. Reed Stolworthy for contributing the course summary and requirements for Introduction to Educational Research; Dr. Harvey McArthur for preparing the course summary and requirements for Issues in Modern American Education; and Layne Hunley for contributing the course summary and requirements for Methods, Materials, and Curriculum for Teaching Learning Disabled Children and Youth.

Special appreciation is extended to Dr. David Nelson, the Chairperson of the Department of Education and Home Economics for his support and encouragement throughout the preparation of this document.

Since the preparation of this proposal, Dr. Wertlieb has obtained the position of Assistant Professor in the Department of Psychology at the State University of New York at Cortland. She can be reached at the following address: State University of New York, Department of Psychology, P.O. Box 2000, Cortland, New York 13045.

TABLE OF CONTENTS

PROGRAM SCOPE..... 1

PROCEDURES FOR TEACHER EDUCATION PROGRAM APPROVAL..... 3

PROGRAM REQUIREMENTS

Master's in Learning Disabilities..... 4

Master's in Emotional Disturbance..... 5

FULFILLMENT OF KANSAS STATE COMPETENCY REQUIREMENTS..... 6

COURSE SUMMARIES AND REQUIREMENTS

Courses Which Fulfill Prerequisite Requirements.....13

Program Courses.....14

PERSONS WITH PRIMARY PROGRAM RESPONSIBILITIES.....66

FACULTY.....70

RESOURCES.....72

PROGRAM SCOPE

The proposed Special Education Program which is described in the present document is the outcome of a great deal of research and planning. An initial step involved a cooperative effort by the Department of Education and Home Economics and the Kansas State Department of Education to assess the need for a special education teacher training program on Washburn University's campus. Shawnee County and surrounding-area public school administrators and personnel were surveyed to determine their interest in such a program. The needs assessment revealed a great deal of interest in the areas of learning disabilities and emotional disturbance. Based on these findings as well as supporting demographic information, Washburn University administrators and faculty proceeded to begin development of a Master's level Special Education Program.

The Special Education Program which is outlined on the following pages was designed in consultation with Washburn University faculty, local special education professionals, and descriptions of requirements for various special education programs around the country. The program provides students with the option of specializing in the area of learning disabilities or emotional disturbance. Upon completion of the Program, students who are Kansas State certified teachers will have fulfilled the competency requirements for additional endorsement in learning disabilities or emotional disturbance as set forth in the Kansas State Regulations for Certifying School Personnel and Accrediting Institutions and Approving Programs Offering Teacher Education, effective January 8, 1982 and amended May 1, 1983.

All students who major in special education share nine common course requirements. These courses reflect the common needs of special educators. The existence of several interrelated service units in the Kansas

public schools demands that students have some knowledge and experience in an area outside their specialization. Therefore, all students are required to complete at least one in-depth course in learning disabilities, emotional disturbance as well as mental retardation. In addition, the Practicum is designed to give students experience in their major area of interest as well as in a minor area. The Special Education Program is also designed to reflect a commonality of needs among all educators. Consequently, there are two course requirements taken by special education majors which are shared by all Master's level education students at Washburn University.

The Master's degree in special education entails the completion of at least 36 semester hours. Students are given the option to complete six to nine semester hours beyond this minimum in order to receive dual certification in the areas of learning disabilities and emotional disturbance. Outstanding students in special education are eligible for membership in Washburn University's chapter of the student honor society, Phi Kappa Phi. In addition, recognition for student excellence is made through the publication of outstanding student papers in Washburn University's new journal, The Special Person.

The overall goal for the Master's Programs in Learning Disabilities as well as Emotional Disturbance is to teach students the necessary skills for teaching themselves. The field of Special Education is a growing and controversial discipline. While our aim is to provide students with a firm foundation in their area of specialization, they must realize that this is only a foundation. We hope to enable our students to use the basic content-area knowledge gleaned from the Program as well as the critical thinking skills that are emphasized in order to grow professionally after their formal education is completed.

PROCEDURES FOR TEACHER EDUCATION

PROGRAM APPROVAL

Development and ultimate approval of teacher education programs in a given State certifiable area is initiated on the University's department level. Final approval within the College of Arts and Sciences for new teacher education programs as well as revised programs composed of existing University courses is granted by the Professional Education Council. This formal body consists of representatives from each department which has teacher education programs. It is chaired by the Chairperson of the Department of Education and Home Economics. The Professional Education Council has the responsibility of informing the College of Arts and Sciences' Academic Policy Board of its actions by submitting copies of its minutes and deliberations.

After the Professional Education Council has approved a given program, the individual department has the responsibility of submitting its completed program description to the Kansas State Department of Education through the Council. In addition to approval by the Professional Education Council, development of programs which require the addition of new courses, changes in course credit, or substantive changes in course content requires the recommendation of the appropriate academic division and the ultimate approval of the Academic Policy Board. This Board has the responsibility of submitting its minutes as well as the minutes of subordinate University bodies to the University Council. The final sequence of steps to be followed for approval of any new degree program or any change in graduation requirements involves approval by the General Faculty and ultimately approval by the Board of Regents.

MASTER'S PROGRAM

SPECIAL EDUCATION--LEARNING DISABILITIES (LD)[1]
(36 Semester Hour Minimum)

Prerequisites

A course in Human Growth and Development or Educational Psychology
A survey course in Exceptional Children & Youth
A course in Reading in the Elementary, Middle, or Secondary School

Required Courses

ED 464	Introduction to Educational Research
SE 544	Learning Disabilities of Children & Youth
SE 548	Methods, Materials, and Curriculum for Teaching Learning Disabled Children & Youth
SE 542	Assessment in Special Education
SE 572	Behavior Management
SE 528	Speech and Language Development
RD 527	Reading and the Exceptional Learner
SE 564	Emotional Disturbances in Children & Youth
or	
SE 568	Methods, Materials, and Curriculum for Teaching Emotionally Disturbed Children & Youth
SE 530	Nature and Needs of the Mentally Retarded
ED 472	Issues in Modern American Education
SE 550	Learning Disabilities Practicum - Elementary[2]
or	
SE 551	Learning Disabilities Practicum - Secondary[2]

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[1]The following courses are needed for provisional certification: SE 544, SE 548, SE 550 or SE 551 (3 semester hours).

[2]The Practicum may be taken in two semesters (for 3 semester hours each semester) or in one semester (for 6 semester hours) upon approval of advisor.

MASTER'S PROGRAM

SPECIAL EDUCATION--EMOTIONAL DISTURBANCE (ED)[1]
(36 SEMESTER HOUR MINIMUM)

Prerequisites

A course in Human Growth and Development or Educational Psychology
A survey course in Exceptional Children & Youth
A course in Reading in the Elementary, Middle, or Secondary School

Required Courses

ED 464 Introduction to Educational Research
SE 564 Emotional Disturbances in Children & Youth
SE 568 Methods, Materials and Curriculum for Teaching Emotionally Disturbed Children & Youth
SE 542 Assessment in Special Education
SE 572 Behavior Management
SE 528 Speech and Language Development
RD 527 Reading and the Exceptional Learner
SE 544 Learning Disabilities in Children & Youth
or
SE 548 Methods, Materials, and Curriculum for Teaching Learning Disabled Children & Youth
SE 530 Nature and Needs of the Mentally Retarded
ED 472 Issues in Modern American Education
SE 570 Emotional Disturbance Practicum - Elementary[2]
or
SE 571 Emotional Disturbance Practicum - Secondary[2]

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[1]The following courses are needed for provisional certification: SE 564, SE 568, SE 570 or SE 571 (3 semester hours).

[2]The Practicum may be taken in two semesters (for 3 semester hours each semester) or in one semester (for 6 semester hours) upon approval of advisor.

FULFILLMENT OF KANSAS STATE COMPETENCY REQUIREMENTS

The outline on the following pages indicates the manner in which the courses offered in the Department of Education and Home Economics relate to the Kansas State Department of Education competency requirements for certification in learning disabilities and emotional disturbance. Special education majors are not required to complete every course listed under each competency requirement. This outline should be read in conjunction with the Learning Disabilities Master's Program Requirements and the Emotional Disturbance Master's Program Requirements to determine how each course of study fulfills the appropriate competencies.

COURSES OR COURSE SEGMENTS THAT FULFILL THE KANSAS STATE COMPETENCY REQUIREMENTS

1. Exceptional (Handicapped) Children

   a. The study of the selection, administration, and interpretation of formal and informal techniques and instruments to assess a child's educational development (academic, social, cognitive, and physical), focusing on normal growth and development and the implications of deviations from these patterns.

      ED 320 Teaching Reading in the Elementary/Middle School
      RD 480 Classroom Reading Instruction
      SE 542 Assessment in Special Education
      SE 548 Methods, Materials, and Curriculum for Teaching Learning Disabled Children and Youth
      SE 568 Methods, Materials, and Curriculum for Teaching Emotionally Disturbed Children and Youth
      RD 527 Reading and the Exceptional Learner
      RD 528 Speech and Language Development
      SE 572 Behavior Management
      SE 550 Learning Disabilities Practicum - Elementary
      SE 551 Learning Disabilities Practicum - Secondary
      SE 570 Emotional Disturbance Practicum - Elementary
      SE 571 Emotional Disturbance Practicum - Secondary

   b. Demonstrated competence in the development, implementation, and evaluation of a variety of sequentially ordered instructional approaches for exceptional children which accomodate their academic, social, cognitive, and physical needs.

      SE 548 Methods, Materials, and Curriculum for Teaching Learning Disabled Children and Youth
      SE 568 Methods, Materials, and Curriculum for Teaching Emotionally Disturbed Children and Youth
      SE 550 Learning Disabilities Practicum - Elementary
      SE 551 Learning Disabilities Practicum - Secondary
      SE 570 Emotional Disturbance Practicum - Elementary
      SE 571 Emotional Disturbance Practicum - Secondary

   c. The study of and experience in communicating with parents, children, and other professionals relative to the assessment of a child's academic, social, cognitive, and physical functioning, and the subsequent planning, development, and implementation of the child's program.

      SE 548 Methods, Materials, and Curriculum for Teaching Learning Disabled Children and Youth
      SE 568 Methods, Materials, and Curriculum for Teaching Emotionally Disturbed Children and Youth
      SE 542 Assessment in Special Education
      ED 472 Issues in Modern American Education
      SE 550 Learning Disabilities Practicum - Elementary
      SE 551 Learning Disabilities Practicum - Secondary
      SE 570 Emotional Disturbance Practicum - Elementary
      SE 571 Emotional Disturbance Practicum - Secondary

d. The study of the characteristics of each exceptionality and and their effect on how children learn.

ED 302 Teaching Exceptional Learners
SE 476 Psychology of the Exceptional Student
SE 544 Learning Disabilities of Children and Youth
SE 564 Emotional Disturbances in Children and Youth
SE 530 Nature and Needs of the Mentally Retarded
RD 527 Reading and the Exceptional Learner
RD 528 Speech and Language Development

e. Experience in planning, implementing, and evaluating individualized educational programs (IEPs) for exceptional children.

SE 548 Methods, Materials, and Curriculum for Teaching Learning Disabled Children and Youth
SE 568 Methods, Materials, and Curriculum for Teaching Emotionally Disturbed Children and Youth
RD 527 Reading and the Exceptional Learner
SE 550 Learning Disabilities Practicum - Elementary
SE 551 Learning Disabilities Practicum - Secondary
SE 570 Emotional Disturbance Practicum - Elementary
SE 571 Emotional Disturbance Practicum - Secondary

f. Experience in identifying, selecting and using resource agencies for improving and strengthening the educational program for exceptional children.

SE 548 Methods, Materials, and Curriculum for Teaching Learning Disabled Children and Youth
SE 568 Methods, Materials, and Curriculum for Teaching Emotionally Disturbed Children and Youth
SE 530 Nature and Needs of the Mentally Retarded
ED 472 Issues in Modern American Education
SE 550 Learning Disabilities Practicum - Elementary
SE 551 Learning Disabilities Practicum - Secondary
SE 570 Emotional Disturbance Practicum - Elementary
SE 571 Emotional Disturbance Practicum - Secondary

g. Experience in identifying, selecting, and using commercially and teacher-made media and materials for improving and strengthening programs for exceptional children.

SE 548 Methods, Materials, and Curriculum for Teaching Learning Disabled Children and Youth
SE 568 Methods, Materials, and Curriculum for Teaching Emotionally Disturbed Children and Youth
SE 530 Nature and Needs of the Mentally Retarded
RD 528 Speech and Language Development
RD 527 Reading and the Exceptional Learner
SE 550 Learning Disabilities Practicum - Elementary
SE 551 Learning Disabilities Practicum - Secondary
SE 570 Emotional Disturbance Practicum - Elementary
SE 571 Emotional Disturbance Practicum - Secondary

h Experience in making appropriate adaptations in the environment, equipment or devices needed to organize a variety of individual and small group learning activities.

SE 550 Learning Disabilities Practicum - Elementary
SE 551 Learning Disabilities Practicum - Secondary
SE 570 Emotional Disturbance Practicum - Elementary
SE 571 Emotional Disturbance Practicum - Secondary

i. Experience in the control and management of behavior in the classroom using a variety of techniques based upon behavioral, cognitive, and humanistic psychological theories.

SE 572 Behavior Management
SE 550 Learning Disabilities Practicum - Elementary
SE 551 Learning Disabilities Practicum - Secondary
SE 570 Emotional Disturbance Practicum - Elementary
SE 571 Emotional Disturbance Practicum - Secondary

j. The study of national, state and local laws, policies, and procedures affecting the handicapped.

ED 302 Teaching Exceptional Learners
SE 476 Psychology of the Exceptional Student
SE 544 Learning Disabilities of Children and Youth
SE 564 Emotional Disturbances in Children and Youth
SE 530 Nature and Needs of the Mentally Retarded
SE 542 Assessment in Special Education
ED 472 Issues in Modern American Education

k. Experience in developing a system for organizing and maintaining student records.

SE 548 Methods, Materials, and Curriculum for Teaching Learning Disabled Children and Youth
SE 568 Methods, Materials, and Curriculum for Teaching Emotionally Disturbed Children and Youth
SE 550 Learning Disabilities Practicum - Elementary
SE 551 Learning Disabilities Practicum - Secondary
SE 570 Emotional Disturbance Practicum - Elementary
SE 571 Emotional Disturbance Practicum - Secondary

l. Experience in developing and maintaining a resource file for planning, implementing, and evaluating programs for exceptional children.

SE 548 Methods, Materials, and Curriculum for Teaching Learning Disabled Children and Youth
SE 568 Methods, Materials, and Curriculum for Teaching Emotionally Disturbed Children and Youth
SE 530 Nature and Needs of the Mentally Retarded
SE 550 Learning Disabilities Practicum - Elementary
SE 551 Learning Disabilities Practicum - Secondary
SE 570 Emotional Disturbance Practicum - Elementary
SE 571 Emotional Disturbance Practicum - Secondary

2. Learning Disabilities

a. The study of learning theory and educational psychology.

ED 200 The Developing Person
ED 460 Advanced Educational Psychology
ED 302 Teaching Exceptional Learners
SE 476 Psychology of the Exceptional Student
SE 544 Learning Disabilities of Children and Youth
SE 564 Emotional Disturbances in Children and Youth
SE 530 Nature and Needs of the Mentally Retarded
RD 528 Speech and Language Development

b. Orientation in psychological testing and diagnosing and correcting learning disabilities.

SE 542 Assessment in Special Education
SE 548 Methods, Materials, and Curriculum for Teaching Learning Disabled Children and Youth
RD 527 Reading and the Exceptional Learner
RD 528 Speech and Language Development

c. Study in the education of those with learning disabilities, such as dyslexia, perceptual handicaps, brain injury, minimal brain dysfunction, and developmental aphasia.

SE 544 Learning Disabilities of Children and Youth
SE 548 Methods, Materials, and Curriculum for Teaching Learning Disabled Children and Youth
RD 527 Reading and the Exceptional Learner
RD 528 Speech and Language Development

d. Study in remediation of basic skills.

SE 548 Methods, Materials, and Curriculum for Teaching Learning Disabled Children and Youth
RD 527 Reading and the Exceptional Learner

e. Study in teaching of reading.

ED 320 Teaching Reading in the Elementary/Middle School
ED 480 Classroom Reading Instruction
RD 527 Reading and the Exceptional Learner
SE 548 Methods, Materials, and Curriculum for Teaching Learning Disabled Children and Youth

f. Study in curriculum development for teaching of students with with learning disabilities.

SE 548 Methods, Materials, and Curriculum for Teaching Learning Disabled Children and Youth

g. The study of, and experience in, group dynamics, interviewing, and counseling.

SE 572 Behavior Management
SE 548 Methods, Materials, and Curriculum for Teaching Learning Disabled Children and Youth
SE 564 Emotional Disturbances in Children and Youth
SE 568 Methods, Materials, and Curriculum for Teaching Emotionally Disturbed Children and Youth
ED 472 Issues in Modern American Education
SE 550 Learning Disabilities Practicum - Elementary
SE 551 Learning Disabilities Practicum - Secondary

h. The study of community resources available to those persons with learning disabilities.

SE 548 Methods, Materials, and Curriculum for Teaching Learning Disabled Children and Youth
ED 472 Issues in Modern American Education

i. Professionally supervised experience with pupils, teachers, and administrators. A practicum shall be properly planned and professionally supervised and such duration as to prepare a graduate for work in this field.

SE 550 Learning Disabilities Practicum - Elementary
SE 551 Learning Disabilities Practicum - Secondary

3. Emotionally Disturbed (Personal and Social Adjustment)

a. The study of the theoretical bases of counseling and psychotherapy, including in-depth studies in emotional and social problems.

SE 564 Emotional Disturbances in Children and Youth
SE 572 Behavior Management

b. The study of, and experience in, employing specific teaching techniques to diagnose and remedy learning problems caused by maldevelopment of personality as manifested by a variety of symptoms and problems, such as adjustment reactions of childhood, conduct disorders, neuroses, character disorders, and psychoses.

SE 542 Assessment in Special Education
SE 568 Methods, Materials, and Curriculum for Teaching Emotionally Disturbed Children and Youth
RD 528 Speech and Language Development
SE 570 Emotional Disturbance Practicum - Elementary
SE 571 Emotional Disturbance Practicum - Secondary

c. The study of the role of parents in regard to emotionally disturbed children.

ED 302 Teaching Exceptional Learners
SE 476 Psychology of the Exceptional Student
SE 564 Emotional Disturbances in Children and Youth
SE 568 Methods, Materials, and Curriculum for Teaching Emotionally Disturbed Children and Youth
ED 472 Issues on Modern American Education

d. The study of the influences the environment has on emotionally disturbed children.

ED 302 Teaching Exceptional Learners
SE 476 Psychology of the Exceptional Student
SE 564 Emotional Disturbances in Children and Youth
SE 568 Methods, Materials, and Curriculum for Teaching Emotionally Disturbed Children and Youth
SE 572 Behavior Management

e. A supervised practicum in teaching the emotionally disturbed.

SE 570 Emotional Disturbance Practicum - Elementary
SE 571 Emotional Disturbance Practicum - Secondary

f. The study of research in the area of emotional disturbance and closely allied fields.

SE 564 Emotional Disturbances in Children and Youth
SE 544 Learning Disabilities of Children and Youth
SE 530 Nature and Needs of the Mentally Retarded
RD 527 Reading and the Exceptional Learner
RD 528 Speech and Language Development
ED 464 Introduction To Educational Research

COURSES WHICH FULFILL PREREQUISITE REQUIREMENTS

ED 200

THE DEVELOPING PERSON (3 SEMESTER HOURS)

Course Objective

ED 200 is designed to provide the student with an understanding of the developmental process in the context of major psychological theories and concepts.

Course Description

An application of the principles and concepts of human growth and development to teaching. This course emphasizes the physical, emotional, and cognitive growth of individuals from birth through adolescence. The organization of this course is designed to meet the needs of students who are preparing to teach in the elementary, middle, or secondary school.

Competencies

Upon completion of the course, the student will be able to:

1. Describe the scientific method.
2. Identify major contributors to psychoanalytic, behavioral and cognitive theory, respectively, and explain each of these theoretical viewpoints.
3. Describe and evaluate the nature/nurture controversy.
4. Explain the major factors impacting physical, cognitive, and psychosocial development throughout the life cycle.
5. Explain the major characteristics of the individual at given stages during the life cycle.
6. Explain the major theories of learning and their application in the classroom.
7. Describe the major ways in which cognitive development is assessed.
8. Explain the relationship among the physical, cognitive, and psychosocial dimensions of the person.

Evaluation

Evaluation of the competencies will be based upon:

1. Attendance and participation.
2. One observational report for each of the major developmental stages in childhood (i.e. neonate, early childhood, middle childhood, adolescence).
3. Four examinations.

Selected Bibliography

Books:

Berger, K. The developing person. New York: Worth Publishers, 1980.

Chomsky, C. The acquisition of syntax in children from 5 to 10. Cambridge, Massachusetts: MIT Press, 1970.

ED 200

Books: (cont'd)

Cohen, D. & Stern, V. Observing and recording the behavior of young children. New York: Teachers College Press, 1978.

Emde, R. & Harmon, R. (Eds.) The development of attachment and affiliative systems. New York: Prenum Press, 1982.

Kohlberg, L. The philosophy of moral development: Moral stages and the idea of justice. New York: Harper & Row, 1981.

Lidz, T. The person: His and her development throughout the life cycle (2nd ed.). New York: Basic Books, 1976.

Maier, H. Three theories of child development (3rd ed.). New York: Harper & Row, 1978.

Osofsky, J. Handbook of infant development. New York: John Wiley & Sons, 1979.

Thomas, R. Comparing theories of child development. Belmont, California: Wadsworth Publishing Co., 1979.

Williams, J. & Smith, M. Middle childhood: Behavior and development (2nd ed.). New York: The Macmillan Co., 1980.

Journals:

American Journal of Orthopsychiatry

British Journal of Educational Psychology

Child Development

Home Economics Research Journal

Journal of Educational Psychology

Monographs of the Society for Research in Child Development

Young Children

ED 460

ADVANCED EDUCATIONAL PSYCHOLOGY (3 SEMESTER HOURS)

Course Objective

SE 460 is designed to give the student an understanding of psychology as it applies to the teaching-learning situation.

Course Description

An advanced study of child development including the physical, social, emotional, cognitive development of children from birth through adolescence. Emphasis is placed upon learning theory and the application of such theory to the improvement of teaching.

Competencies

Upon completion of the course, the student will be able to:

1. Explain the role of educational psychology for teachers.
2. Differentiate among the various types of learning.
3. Identify the major contributors to learning theory and describe their theoretical viewpoints.
4. Explain the effects of environment and heredity on behavior.
5. Explain the stages of physical, cognitive, social, and emctional growth as they relate to the teaching process.
6. Analyze the human qualities of the teacher as they impact upon the student.
7. Explain the major principles used in measuring individual differences.
8. Explain the relationship among intelligence, creativity, motivation, and learning.
9. Identify the major contributors to the field of intelligence testing and explain their theoretical viewpoints.
10. Describe major principles in social psychology as they relate to the classroom environment.
11. Explain the major controversial issues in the field of educational psychology.

Evaluation

Evaluation of the competencies will be based upon:

1. Attendance and participation.
2. Summary and critique of five professional journal articles.
3. Written reports of actual classroom applications of five educational psychology principles.
4. Two examiniations.

ED 460

Selected Bibliography

Books:

Anastasi, A. Psychological testing (5th ed.). New York: Macmillan Publishing Co., 1982.

Ausubel, D., Novak, J. & Hanesian, H. Educational psychology: A cognitive view (2nd ed.). New York: Holt, Rinehart & Winston, 1978.

Biehler, R. & Snowman, J. Psychology applied to teaching (4th ed.). Boston: Houghton Mifflin, 1982.

Cowan, P. Piaget: With feeling: Cognitive, social, and emotional dimensions. New York: Holt, Rinehart & Winston, 1978.

Gagne, R. The conditions of learning (3rd ed.). New York: Holt, Rinehart & Winston, 1977.

Galloway, C. Psychology for learning and teaching. New York: McGraw-Hill, 1976.

Hergenhahn, B. An introduction to theories of learning (2nd ed.). Englewood, New Jersey: Prentice-Hall, 1982.

Klatzky, R. Human memory (2nd ed.). San Francisco: W. H. Freeman & Co., 1980.

Lidz, T. The person: His and her development throughout the life cycle (2nd ed.). New York: Basic Books, 1976.

Roberts, T. (Ed.) Four psychologies applied to education: Freudian, humanistic, transpersonal. New York: John Wiley & Sons, 1975.

Smith, M. Educational psychology and its classroom applications. Boston: Allyn & Bacon, 1978.

Sprinthall, R. & Sprinthall, N. Educational psychology: A developmental approach (3rd ed.). Reading, Massachusetts: Addison-Wesley Publishing Co., 1981.

Underwood, B. Studies in learning and memory: Selected papers. New York: Praeger, 1982.

Journals:

British Journal of Educational Psychology

Child Development

Harvard Educational Review

Journal of Educational Psychology

ED 460

Journals: (continued)

Journal of Social Issues
Memory and Cognition
Psychological Bulletin
Psychological Review
Psychology in the Schools
Review of Educational Research

ED 302

TEACHING EXCEPTIONAL LEARNERS (3 SEMESTER HOURS)

Course Objective

ED 302 is a survey course designed to give the student an overview of the needs and characteristics of exceptional learners.

Course Description

A survey of the characteristics and educational needs of all types of exceptional learners (K-12), with particular emphasis given to those learners "mainstreamed" into the regular classroom. This course examines PL 94-142 and Kansas Plan for servicing exceptional learners in the school environment. Instructional strategies and appropriate resources for various exceptionalities are explored in detail.

Competencies

Upon completion of the course, the student will be able to:

1. Recognize the need for all teachers to have an awareness and understanding of exceptional children and youth.
2. Explain Public Law 94-142 as well as Section 504 of the Rehabilitation Act of 1973 and their impact on public education in the United States.
3. List characteristics of exceptional learners in each of eight major areas of exceptionality.
4. Identify common factors associated with handicapped children regardless of their labels.
5. Recognize the individuality of children and youth within any given exceptionality.
6. Identify barriers evident in school and in society at large which prevent exceptional people from leading normal, fulfilling lives.
7. Understand the needs of exceptional learners and begin to adapt methods of instruction.
8. Appreciate the needs and feelings of the exceptional student's parents.
9. Explain the referral process.
10. Identify resources/services in the community available to disabled persons and their families.

Evaluation

Evaluation of the competencies will be based upon:

1. Attendance and participation.
2. Summary and critique of two professional journal articles.
3. Five reaction papers based on visits to Topeka agencies servicing the disabled.
4. A term project approved by the instructor.
5. Two examinations.

ED 302

Selected Bibliography

Books:

Anderson, R., Greer, J. & Odle, S. Individualizing educational materials for special children in the mainstream. Baltimore: University Park Press, 1978.

Blackhurst, A. & Bertine, W. (Eds.) An introduction to special education. Boston: Little, Brown & Co., 1981.

Deiner, P. Resources for teaching young children with special needs. New York: Harcourt Brace Jovanovich, Inc., 1983.

Dexter, B. Special education and the classroom teacher. Springfield, Illinois: Charles C. Thomas, 1977.

Haring, N. (Ed.) Exceptional children and youth (3rd ed.). Columbus, Ohio: Charles E. Merrill, 1982.

Kansas State Department of Education. State plan for education. Topeka, Kansas: Kansas State Department of Education, August 1983.

Reynolds, M. & Birch, J. Teaching exceptional children in all America's schools: A first course for teachers and principals. Reston, Virginia: The Council for Exceptional Children, 1977.

Schifani, J., Anderson, R. & Odle, S. Implementing learning in the least restrictive environment: Handicapped children in the mainstream. Baltimore: University Park Press, 1980.

Swanson, B. & Willis, D. Understanding exceptional children and youth. Chicago: Rand McNally, 1979.

Journals:

American Journal of Mental Deficiency

American Journal of Orthopsychiatry

Exceptional Children

Exceptional Parent

Focus on Exceptional Children

Gifted Child Quarterly

Journal of Learning Disabilities

ED 302

Journals: (continued)

Journal of Special Education

Phi Delta Kappan

Teaching Exceptional Children

SE 476

PSYCHOLOGY OF THE EXCEPTIONAL STUDENT (3 SEMESTER HOURS)

Course Objective

SE 476 is designed to give the student an overview of eight major areas of exceptionality, specific characteristics of each exceptionality, and steps which can be taken to meet those specific needs.

Course Description

Advanced study of the exceptional characteristics, needs, and placement alternatives of exceptional students. This course examines various types of exceptionality and assists professionals in the preparation of individual educational plans. Assessment of students who require special placement and modification of the educational environment are explored in depth.

Competencies

Upon completion of the course, the student will be able to:

1. Recognize the need for all teachers to have an awareness and understanding of exceptional children and youth.
2. Explain Public Law 94-142 as well as Section 504 of the Rehabilitation Act of 1973 and their impact on public education in the United States.
3. List characteristics of exceptional learners in each of the eight major areas.
4. Identify common factors associated with handicapped children regardless of their labels.
5. Recognize the individuality of children and youth within any given exceptionality.
6. Identify barriers evident in school and in society at large which prevent exceptional people from leading normal, fulfilling lives.
7. Understand the needs of exceptional children and begin to adapt methods of instruction.
8. Appreciate the needs and feelings of the exceptional student's parents.
9. Explain the referral process.
10. Explain the placement procedures and the components of an individualized educational plan.
11. Write appropriate behavioral objectives.
12. Differentiate among various delivery models and list the advantages and disadvantages of each.
13. Identify resources/services in the community available to disabled persons and their families.

Evaluation

Evaluation of the competencies will be based upon:

1. Attendance and participation.
2. A summary and critique of five to eight professional journal articles.

3. A term project approved by the instructor.
4. Two reaction papers based on field trips to Topeka agencies which service the disabled.
5. Three examinations.

Selected Bibliography

Books:

Butler, D. Cushla and her books. Boston: Horn Books, 1980.

Clark, B. Growing up gifted. Columbus, Ohio: Charles E. Merrill, 1979.

Harris, G. Broken ears, wounded hearts. Washington, D.C.: Gallaudet College Press, 1983.

Kansas State Department of Education. State plan for education. Topeka, Kansas: Kansas State Department of Education, August 1983.

Mandell, C. & Fiscus, E. Understanding exceptional people. St. Paul, Minnesota: West Publishing Co., 1981.

Meyers, R. Like normal people. New York: McGraw-Hill, 1978.

Schifani, J., Anderson R. & Odle, S. Implementing learning in the least restrictive environment: Handicapped children in the mainstream. Baltimore: University Park Press, 1980.

Stephens, T., Blackhurst, A. & Magliocia, L. Teaching mainstreamed students. New York: John Wiley & Sons, 1982.

Journals:

American Journal of Mental Deficiency

American Journal of Orthopsychiatry

Exceptional Children

Exceptional Parent

Focus on Exceptional Children

Gifted Child Quarterly

Journal of Learning Disabilities

Journal of Special Education

Phi Delta Kappan

Teaching Exceptional Children

TEACHING READING IN THE ELEMENTARY/MIDDLE SCHOOL (3 SEMESTER HOURS)

Course Objectives

ED 320 is designed to:

1. Give the student a theoretical understanding of reading instruction and
2. Provide the student with an opportunity to translate theory into practice.

Course Description

One course in a unified block in the teaching of reading, language arts and children's literature. This course correlates the theory and practice of reading with observation and participation in classrooms in area schools. Students are expected to understand the principles of teaching word attack, comprehension, and study skills. Special emphasis is given to the use of basal and other instructional materials in regular and special reading classes.

Competencies

Upon completion of the course, the student will be able to:

1. Explain and effectively utilize methods and materials for teaching children the skills of reading.
2. Describe the skills and abilities needed for reading in a given content area.
3. Explain the similarities and differences in children's learning patterns and implement learning experiences which accommodate to the individual's needs.
4. Plan and implement teaching techniques for individualized and group reading instruction.
5. Plan and implement a reading program in an elementary/middle classroom.
6. Select and administer appropriate diagnostic and evaluative techniques and materials when teaching developmental reading.
7. Demonstrate ability in the use of appropriate audiovisual material for reading instruction.
8. Describe the cultural differences that exist in the classroom and implement strategies which help students to appreciate these differences.
9. Describe and critique the basal reading approach, the individualized reading approach and the language-experience approach to teaching reading.

Evaluation

Evaluation of the competencies will be based upon:

1. Attendance and participation.
2. The assessment of personal, instructional and evaluative skills through individual conferences.
3. The development of a bulletin board.
4. The development of a cloze exercise.
5. The development of a Mini Informal Reading Inventory.
6. The development of an interest inventory.

7. The development of a 20 minute Directed Reading Activity.
8. The use of various reading machines.
9. A critique of basal readers and skills materials for determining their use in teaching word attack, comprehension, and study skills.
10. Five examinations.

Selected Bibliography

Books:

Alexander, J. (Ed.) Teaching reading. Boston: Little, Brown & Co., 1979.

Aukerman, R. The basal reader approach to reading. New York: John Wiley & Sons, Inc., 1981.

Aukerman, R. & Aukerman, L. How do I teach reading? New York: John Wiley & Sons, Inc., 1981.

Aulls, M. Developing readers in today's elementary school. Boston: Allyn & Bacon, Inc., 1982.

Burmeister, L. Foundations and strategies for teaching children to read. Reading, Massachussets: Addison-Wesley Publishing Co., 1983.

Burns, P. & Roe, B. Teaching reading in today's elementary schools. Chicago: Rand McNally College Publishing Co., 1983.

Dauzat, J. & Dauzat, S. Reading: The teacher and the learner. New York: John Wiley & Sons., 1981.

Durkin, D. Teaching them to read. Boston: Allyn & Bacon, Inc., 1974.

Harris, A. & Sipay, E. How to increase reading ability (7th ed.). New York: Longman, 1980.

Heilman, A., Blair, T. & Rupley, W. Principles and practices of teaching reading (5th ed.). Columbus, Ohio: Charles E. Merrill, 1981.

Smith, F. Understanding reading: A psycholinguistic analysis of reading and learning to read (2nd ed.). New York: Holt, Rinehart & Winston, 1978.

Zintz, M. The reading process: The teacher and the learner (3rd ed.). Dubuque: William C. Brown Co. Publishers, 1980.

Journals:

Curriculum Review

Education Digest

Elementary English

ED 320

Journals: (continued)

EPIEgram
Language Arts
Phi Delta Kappan
Reading Research Quarterly
School Review
Teacher
The Reading Teacher
Today's Education

RD 480

CLASSROOM READING INSTRUCTION (3 SEMESTER HOURS)

Course Objective

RD 480 is designed to investigate theories and practices of reading instruction towards the goal of improving classroom reading instruction.

Course Description

Developmental reading in the school. The focus of this course includes: a study of the reading process, methods of teaching reading, materials for systematic instruction, evaluation of reading programs, and issues and trends in reading education.

Competencies

Upon completion of the course, the student will be able to:

1. Explain the present state of reading achievement in Kansas in relation to the United States, and the United States in relation to other countries.
2. Explain the impact of educational, physical, intellectual, language and affective variables on the development of reading achievement.
3. Explain theoretical differences in the definition of reading.
4. Explain the tenets of the psycholinguistic view of the reading process.
5. Explain the relation among culture, language and the reading process.
6. Explain the relation between cognitive development and the reading process.
7. State recent research findings relating to improvement of reading instruction.
8. Explain and compare characteristics of major approaches to reading instruction.
9. Describe methods of developing word recognition skills and their relation to differing views of the reading process.
10. Describe methods of developing comprehension supported by research findings.
11. Describe methods of developing content-area reading and study skills supported by research findings.
12. Contrast characteristics of standardized achievement tests, standardized diagnostic tests, and informal measures of reading.

Evaluation

Evaluation of the competencies will be based upon:

1. Attendance and participation.
2. Demonstration of 80% mastery of decoding principles.
3. Self-checks of assigned readings.
4. The writing of one question above the literal level, labeled and answered, relating to each week's assignment.
5. The summarization, evaluation, and statement of implications for ten articles on topics related to course content.
6. Two examinations.

RD 480

Selected Bibliography

Books:

Aukerman, R. The basal reader approach to reading. New York: John Wiley & Sons., 1981.

Hillerich, R. The principal's guide to improving reading instruction. Newton, Massachusetts: Allyn & Bacon, 1983.

Johnson, D. & Pearson, P. Teaching reading vocabulary. New York: Holt, Rinehart & Winston, 1978.

Lamb, P. & Arnold, R. Teaching reading: Foundations and strategies (2nd ed.). Belmont, California: Wadsworth Publishing Co., 1980.

Nessel, D. & Jones, M. The language experience approach to reading; A handbook for teachers. New York: Teachers College Press, 1981.

Pearson, P. & Johnson, D. Teaching reading comprehension. New York: Holt, Rinehart & Winston, 1978.

Schell, L. Fundamentals of decoding for teachers (2nd ed.). Chicago: Rand McNally, 1979.

Smith, F. Comprehension and learning: A conceptual framework for teachers. New York: Holt, Rinehart & Winston, 1975.

Smith, F. Psycholinguistics and reading (2nd ed.). New York: Holt, Rinehart & Winston, 1979.

Tierney, R., Readence, J., & Dishner, E. Reading strategies and practices: Guide for improving instruction. Boston: Allyn & Bacon, 1980.

Journals:

Journal of Reading

Journal of Reading Behavior

Language Arts

Reading Horizons

Reading Improvement

Reading Research Quarterly

Reading Teacher

Reading World

PROGRAM COURSES

ED 464

INTRODUCTION TO EDUCATIONAL RESEARCH (3 SEMESTER HOURS)

Course Objectives

ED 464 is designed to:

1. Help students become careful consumers of educational research.
2. Teach students how to produce research.

Course Description

An introduction to educational research and descriptive statistics. The course is designed to assist the student in mastering competencies in the various techniques and strategies of educational research, including skills in the interpretation of current research. An instructional unit on "computer literacy" is also presented. The expected outcome from this course is the anticipation that the student will become a skillful producer and consumer of educational research.

Competencies

Upon completion of the course, the student will be able to:

1. Explain the basic processes and terminology of research.
2. Assess the appropriateness of the selection of subjects for a study and the adequacy of the procedures applied in assigning the subjects to the study.
3. Evaluate the appropriateness of the research instruments applied in selected research reports.
4. Determine the appropriateness of treatment administration procedures, data collection procedures, and overall design procedures in various research reports.
5. Explain how descriptive and inferential statistics are utilized in educational research.
6. Formulate a well developed research proposal relative to a problem of the student's choice.
7. Converse with the computer in the BASIC language and understand the various applications of computer technology to educational research.

Evaluation

Evaluation of the competencies will be based upon:

1. Attendance and participation.
2. The completion of a research proposal or an analysis of educational articles which illustrates various methods applied to educational research.
3. Two examinations.

ED 464

Selected Bibliography

Books:

Albrecht, B., Finkel, L. & Brown, J. R. Basic: For home computers. New York: John Wiley & Sons, 1978.

Amabile, T. M. & Stubbs, M. L. Psychological research in the classroom. Elmsford, New York: Pergamon Press Inc., 1982.

Ary, D., Jacobs, L. C. & Razavieh, A. Introduction to research in education (2nd ed.). New York: Holt, Rinehart & Winston, Inc., 1979.

Borg, W. R., & Gall, M. D. Educational research: An introduction (4th ed.). New York: Longman Inc., 1983.

Campbell, D. & Stanley, J. Experimental and quasi-experimental designs for research. Chicago: Rand McNally College Publishing Co., 1963.

Gay, L. R. Education research: Competencies for analysis & applications (2nd ed.). Columbus, Ohio: Charles E. Merrill Publishing Co., 1981.

Gronlund, N. E. Measurement and evaluation in teaching (4th ed.). New York: Macmillan Publishing Co., Inc., 1981.

Hopkins, C. D. Understanding educational research. Columbus, Ohio: Charles E. Merrill Publishing Co., 1980.

Moore, G. W. Developing and evaluating educational research. Boston: Little, Brown, & Co., 1983.

Mouly, G. J. Educational research: The art and science of investigation. Boston: Allyn & Bacon, Inc., 1978.

Sowell, E. J. & Casey, R. J. Research methods in education. Belmont, California: Wadsworth Publishing Co., 1982.

Van Dalen, D. B. Understanding educational research: An introduction. New York: McGraw-Hill, Inc., 1979.

Journals:

American Educational Research Journal

Educational and Psychological Measurement

Educational Researcher

Harvard Educational Review

Journal of Educational Measurement

ED 464

Journals (continued)

Journal of Educational Research

Journal of Educational Sociology

Journal of Experimental Education

Journal of Special Education

Measurement and Evaluation in Guidance

SE 544

LEARNING DISABILITIES OF CHILDREN AND YOUTH (3 SEMESTER HOURS)

Course Objective

SE 544 is designed to give the student an historical and theoretical understanding of the field of learning disabilities.

Course Description

Advanced study in the education of students with specific learning disabilities such as: dyslexia, perceptual handicaps, and developmental aphasia. Theories of learning disabilities are examined in detail. The social, physical, and intellectual aspects of learning disabilities are also surveyed. This course includes a study of the research in the area of learning disabilities and closely allied fields.

Competencies

Upon completion of the course, the student will be able to:

1. Explain the characteristics which identify an individual as learning disabled.
2. Identify the major contributors to the field of learning disabilities and their respective theoretical positions.
3. Explain the historical development of the field of learning disabilities.
4. Explain the major controversial issues in the field of learning disabilities.
5. Explain the theoretical positions regarding how individuals learn and why learning disabled individuals may be having difficulty learning.
6. Explain how major concepts in the field of educational psychology relate to the field of learning disabilities.
7. Explain the social-psychological impact of a learning disability.
8. Relate the major theoretical approaches in the field of learning disabilities to practical applications of remedial techniques.
9. Explain major court cases, federal, state, and local legislation as well as state and local regulations pertaining to the field of learning disabilities.
10. Identify the major journals and associations pertaining to the field of learning disabilities.
11. Critically evaluate research in the field of learning disabilities.

Evaluation

Evaluation of the competencies will be based upon:

1. Attendence and participation.
2. Two examinations.
3. A term paper on an approved topic and the development of a hypothesis.
4. An oral report of the term paper topic.

SE 544

Selected Bibliography

Books:

Accardo, P. A neurodevelopmental perspective on specific learning disabilities. Baltimore: University Park Press, 1980.

Eisenson, J. Aphasia in children. New York: Harper & Row, 1972.

Gottlieb, M., Zinkus P. & Bradford L. Current issues in developmental pediatrics: The learning disabled child. New York: Grune & Stratton, Inc., 1979.

Kansas State Department of Education. State plan for education. Topeka, Kansas: Kansas State Department of Education, August 1983.

Keogh, B. (Ed.) Advances in special education (Vol. 3). Greenwich, Connecticut: Jai Press, Inc., 1981.

Kinsbourne, M. & Caplan, P. Children's learning and attention problems. Boston: Little, Brown & Co., 1979.

Kronick, D. Social development of learning disabled persons. San Francisco: Jossey-Bass, 1981.

Lenneberg, E. Biological foundations of language. New York: John Wiley & Sons, 1967.

Lerner, J. Learning disabilities: Theories, diagnosis, and teaching strategies (3rd ed.). Boston: Houghton Mifflin Co., 1981.

Mann, L. On the trail of process: A historical perspective on cognitive processes and their training. New York: Grune & Stratton, Inc., 1979.

Mercer, C. Children and adolescents with learning disabilities. Columbus, Ohio: Charles E. Merrill, 1979.

Myklebust, H. Progress in learning disabilities (Vol. 5). New York: Grune & Stratton, 1983.

Reid, D. & Hresko, W. A cognitive approach to learning disabilities. New York: McGraw-Hill, 1981.

Wiig, E. & Semel, E. Language disabilities in children and adolescents. Columbus, Ohio: Charles E. Merrill, 1976.

SE 544

Journals:

American Journal of Orthopsychiatry
Annals of Dyslexia
Exceptional Children
Exceptional Education Quarterly
Focus on Exceptional Children
Harvard Educational Review
Journal of Learning Disabilities
Journal of Special Education
Learning Disabilities Quarterly
Perceptual and Motor Skills

SE 548

METHODS, MATERIALS, AND CURRICULUM FOR TEACHING LEARNING DISABLED CHILDREN AND YOUTH (3 SEMESTER HOURS)

Course Objective

SE 548 is designed to give the student background and understanding of curriculum, methods, materials, and resource agencies for teaching learning disabled children and youth.

Course Description

Procedures and techniques for treatment and remediation of learning disabled students. Emphasis is given to the remediation of basic skills including the teaching of reading. This course also includes the study of, and experience in, group dynamics, interviewing, and counseling.

Competencies

Upon completion of the course, the student will be able to:

1. Explain the factors which influence curriculum development.
2. Develop, implement and evaluate a variety of sequentially ordered instructional approaches for the remediation of basic skills.
3. Explain the components of an individualized educational program and write long term goals and short term objectives in behavioral terms.
4. Identify resource agencies for improving and strengthening the educational programs of learning disabled children and/or youth.
5. Identify and evaluate commercially-made media and materials for improving and strengthening educational programs for learning disabled children and/or youth.
6. Construct appropriate teaching materials for improving and strengthening educational programs for learning disabled children and/or youth.
7. Explain a variety of techniques for systematically recording student progress.
8. Task analyze skills and behaviors.
9. Explain the role of the learning disabilities teacher in consulting with teachers, communicating with parents, counseling with students, and training and supervising paraprofessionals.
10. Explain the role of the learning disabilities teacher in relation to the career/vocational education of the student.
11. Explain techniques for classroom organization.
12. Utilize computer software programs appropriately.

Evaluation

Evaluation of the competencies will be based upon:

1. Attendance and participation.
2. Compilation of a resource file of techniques and materials.
3. The writing of three annual goals and the short term objectives for each goal.
4. Construction of three different materials for three different skill areas.

5. The writing of a task analysis of a skill.
6. Completion of a project using precision teaching with a student.
7. An oral and written report of eight professional journal articles concerned with specified skill areas.
8. The design and demonstration of a lesson incorporating computer-assisted instruction.

Selected Bibliography

Books:

Alley, G. & Hori, A. Teaching the learning disabled adolescent: Strategies and methods. Denver: Love Publishing Co., 1979.

Dinkmeyer, D., McKay, G. & Dinkmeyer, D., Jr. Systematic training for effective teaching. Circle Pines, Minnesota: American Guidance Service, 1980.

Frith, G. The role of the special education paraprofessional: An introductory text. Springfield, Illinois: Charles C. Thomas, 1982.

Hammill, D. & Bartel, N. Teaching children with learning and behavior problems (2nd ed.). Boston: Allyn & Bacon, 1978.

Hawisher, M. & Calhoun, M. The resource room. Columbus, Ohio: Charles E. Merrill, 1978.

Lerner, J. Learning disabilities: Theories, diagnosis, and teaching strategies (3rd ed.). Boston: Houghton-Mifflin Co., 1981.

Sabatino, D. & Mann, L. A handbook of diagnostic and prescriptive teaching. Rockville, Maryland: Aspen Systems Corporation, 1982.

Seligman, M. Strategies for helping parents of exceptional children: A guide for teachers. New York: The Free Press, 1979.

Siegel, E. & Gold, R. Educating the learning disabled. New York: Macmillan Publishing Co., 1982.

Wiederholt, J., Hammill, D. & Brown, V. The resource teacher. Boston: Allyn & Bacon, 1978.

Journals:

Academic Therapy

Exceptional Children

Exceptional Education Quarterly

Exceptional Parent

SE 548

Journals: (continued)

Journal of Applied Behavior Analysis
Journal of Learning Disabilities
Journal of Special Education
Learning Disabilities Quarterly
Teaching Exceptional Children

SE 564

EMOTIONAL DISTURBANCES IN CHILDREN AND YOUTH (3 SEMESTER HOURS)

Course Objective

SE 564 is designed to give the student an historical and theoretical understanding of the field of emotional disturbance.

Course Description

Study in the education of those students with emotional problems (personal and social adjustment). Emphasis is given to the maldevelopment of personality as manifested by a variety of symptoms and problems such as: adjustment reactions of childhood, conduct disorders, neuroses, character disorders, and psychoses. This course includes the study of research in the area of emotional disturbance and closely allied fields.

Competencies

Upon completion of the course, the student will be able to:

1. Explain the various definitions of emotional disturbance.
2. Understand the major categories in the Diagnostic and Statistical Manual-III.
3. Identify the major contributors to the field of emotional disturbance and their respective theoretical positions.
4. Explain the historical development of the field of emotional disturbance.
5. Identify and explain the primary factors which contribute to the origin and development of behavior disorders.
6. Identify and explain the primary facets of disordered behavior.
7. Relate the major theoretical approaches in the field of emotional disturbance to practical applications of intervention techniques.
8. Explain the major theoretical positions regarding counseling and psychotherapy.
9. Explain the major court cases, federal, state, and local legislation as well as state and local regulations which have an impact on the field of emotional disturbance.
10. Explain the social-psychological impact of emotional disturbance.
11. Explain the juvenile justice system.
12. Explain the major controversial issues in the field of emotional disturbance.
13. Identify the major journals and associations pertaining to the field of emotional disturbance.
14. Critically evaluate research in the field of emotional disturbance.

Evaluation

Evaluation of the competencies will be based upon:

1. Attendance and participation.
2. Two examinations.
3. A term paper on an approved topic and the development of a hypothesis.
4. An oral report of the term paper.

SE 564

Selected Bibliography

Books:

Achenbach, T. Developmental psychopathology (2nd ed.). New York: John Wiley & Sons, 1982.

Algozzine, R., Schmid, R. & Mercer, C. Childhood behavior disorders: Applied research and educational practice. Rockville, Maryland: Aspen Systems Corp., 1981.

American Pshyciatric Association. Diagnostic and statistical manual (Vol. 3). Washington, D.C.: American Psychiatric Association, 1979.

Apter, S. Troubled children/troubled systems. New York: Pergamon Press, 1982.

Cullinan, D., Epstein, M. & Lloyd, J. Behavior disorders of children and adolescents. Englewood Cliffs, New Jersey: Prentice-Hall, 1983.

Kansas State Department of Education. State plan for education. Topeka, Kansas: Kansas State Department of Education, 1983.

Kauffman, J. Characterisitcs of children's behavior disorders (2nd ed.). Columbus, Ohio: Charles E. Merrill, 1981.

Rich, H. Disturbed students: Characteristics and educational strategies. Baltimore: University Park Press, 1982.

Samuels, S. Disturbed exceptional children. New York: Human Sciences Press, 1981.

Wenar, C. Psychopathology: From infancy through adolescence - a developmental approach. Westminster, Maryland: Random House, 1983.

White, R. & Watt, N. The abnormal personality (5th ed.). New York: John Wiley & Sons, 1981.

Journals:

American Journal of Orthopsychiatry

Behavior Disorders Journal

Exceptional Children

Exceptional Education Quarterly

Journal of Abnormal and Social Psychology

Journal of Consulting and Clinical Psychology

Journal of Educational Psychology

Journal of Personality and Social Psychology

Journal of Special Education

Psychological Bulletin

SE 568

METHODS, MATERIALS, AND CURRICULUM FOR TEACHING EMOTIONALLY DISTURBED CHILDREN AND YOUTH (3 SEMESTER HOURS)

Course Objective

SE 568 is designed to give the student background and understanding of curriculum, methods, materials, and resource agencies for teaching emotionally disturbed children and youth.

Course Description

Procedures and techniques for treatment and remediation of problems of emotionally disturbed students. Emphasis is given to methods for remediation of basic skills as well as methods for dealing with the social-emotional problems of these students. Special focus is given to the study of community resources available to these students and their families.

Competencies

Upon completion of the course, the student will be able to:

1. Explain the factors which influence curriculum development.
2. Develop, implement, and evaluate a variety of sequentially ordered instructional approaches for the remediation of basic skills.
3. Develop, implement, and evaluate a variety of intervention techniques which address the student's social-emotional problems.
4. Explain the components of an individualized educational program and write long term goals and short term objectives in behavioral terms.
5. Identify major community resources available to emotionally disturbed students and their families.
6. Identify and evaluate commercially-made media and materials for improving and strengthening educational programs for emotionally disturbed children and/or youth.
7. Construct appropriate affective and academic teaching materials for improving and strengthening educational programs for emotionally disturbed children and/or youth.
8. Explain a variety of techniques for systematically recording student progress.
9. Task analyze skills and behaviors.
10. Explain the role of the teacher of the emotionally disturbed in consulting with teachers, communicating with parents, counseling students, and training and supervising paraprofessionals.
11. Explain the role of the teacher of the emotionally disturbed in relation to the career/vocational education of the student.
12. Explain techniques for classroom organization.
13. Utilize computer software programs appropriately.

Evaluation

Evaluation of the competencies will be based upon:

1. Attendance and participation.
2. Construction of three different materials for three different skill areas.

3. The design of intervention techniques which address the social-emotional problems of three assigned fictional cases.
4. Compilation of a resource file of techniques and materials.
5. The writing of three annual goals and the short term objectives for each goal.
6. A summary and critique of five professional journal articles concerned with specific skill areas and/or social-emotional problems.
7. The design and demonstration of a lesson incorporating computer-assisted instruction.

Selected Bibliography

Books:

Algozzine, R. Problem behavior management: Educator's resource service. Rockville, Maryland: Aspen Systems Corp., 1983.

Frith, G. The role of the special education paraprofessional: An introductory text. Springfield, Illinois: Charles C. Thomas, 1982.

Laslett, R. Educating maladjusted children. Denver: Love Publishing Co., 1977.

Long, N., Morse, W. & Newman R. Conflict in the classroom: The education of emotionally disturbed children (4th ed.). Belmont, California: Wadsworth Publishing Co., 1980.

Millman, H., Schaefer, C. & Cohen, J. Therapies for school behavior problems. San Francisco: Jossey-Bass Inc., 1980.

Reinert, H. Children in conflict: Educational strategies for the emotionally disturbed and behaviorally disordered. St. Louis: C. V. Mosby Co., 1980.

Sabatino, D. & Mauser, A. Specialized education in today's secondary schools. Boston: Allyn & Bacon, 1978.

Safer, D. School programs for disruptive adolescents. Baltimore: University Park Press, 1982.

Seligman, M. Strategies for helping parents of exceptional children: A guide for teachers. New York: The Free Press, 1979.

Towns, P. Educating disturbed adolescents: Theory and practice. New York: Crune & Stratton, 1981.

Journals:

Academic Therapy

American Journal of Orthopsychiatry

Behavior Disorders Journal

Behavior Therapy

SE 568

Journals: (continued)

Exceptional Children
Exceptional Education Quarterly
Exceptional Parent
Journal of Abnormal and Social Psychology
Journal of Applied Behavior Analysis
Journal of Consulting and Clinical Psychology
Journal of Special Education

SE 542

ASSESSMENT IN SPECIAL EDUCATION (3 SEMESTER HOURS)

Course Objectives

SE 542 is designed to:

1. Provide the student with a theoretical understanding of the assessment process and to
2. Provide the student with the skills needed to carry out the assessment process.

Course Description

Survey and study of individual tests and measures as they apply to special education. Emphasis is given to the interpretation of educational information, psychological test results, and data in personal records. This course stresses the use of data collection in the development of individual educational plans in personal counseling.

Competencies

Upon completion of the course, the student will be able to:

1. Understand the Kansas State guidelines for identification of exceptional learners.
2. Explain the basic concepts of measurement.
3. Critically evaluate the utility of various tests and the manner in which the corresponding test results have been interpreted.
4. Explain the factors which influence test results.
5. Identify individuals who can contribute formal or informal diagnostic information for a given student's evaluation.
6. Select and administer an appropriate battery of formal and informal tests to assess a given student's educational development.
7. Develop informal tests in specific content areas.
8. Maintain and establish rapport with a given student during assessment.
9. Interpret test results and provide appropriate teaching recommendations.
10. Present a complete diagnostic report in oral and written format.

Evaluation

Evaluation of the competencies will be based upon:

1. Attendance and participation.
2. The satisfactory administration of ten different tests.
3. The development of an informal test in a given content area.
4. The writing of a diagnostic report with appropriate recommendations.
5. Two examinations.

Selected Bibliography

Books:

Anastasi, A. Psychological testing (5th ed.). New York: Macmillan Publishing Co., 1982.

SE 542

Books: (continued)

Gronlund, N. Measurement and evaluation in teaching (4th ed.). New York: Macmillan Publishing Co., 1981.

Hessler, G. Use and interpretation of the Woodcock-Johnson Psycho-Educational Battery. Hingdon, Massachusetts: Teaching Resources Corp., 1982.

Kansas State Department of Education. Kansas guidelines for identifying children and youth with specific learning disabilities. Topeka, Kansas: Kansas State Department of Education, 1983.

Lezak, M. Neuropsychological assessment. New York: Oxford University Press, 1976.

Matarazzo, J. Wechsler's measurement and appraisal of adult intelligence (5th ed.). New York: Oxford University Press, 1980.

Meisels, S. Developmental screening in early childhood. Washington, D.C.: National Association for Education of Young Children, 1980.

Nicholson, C. & Alcorn, C. Educational applications of the WISC-R: A handbook of interpretative strategies and remedial recommendations. Los Angeles: Western Psychological Services, 1980.

Sabatino, D. & Miller, T. Describing learner characteristics of handicapped children and youth. New York: Grune & Stratton, 1979.

Salvia, J. & Ysseldyke, J. Assessment in special and remedial education. Boston: Houghton Mifflin Co., 1978.

Sattler, J. Assessment of children's intelligence and special abilities. Boston: Allyn & Bacon, 1982.

Underhill, R., Uprichard, A. & Heddens, J. Diagnosing mathematics difficulties. Columbus, Ohio: Charles E. Merrill, 1980.

Wallace, G. & Larsen, S. Educational assessment of learning problems: Testing for teaching. Boston: Allyn & Bacon, 1978.

Journals:

American Journal of Orthopsychiatry

Exceptional Children

Journal of Clinical Psychology

Journal of Consulting and Clinical Psychology

Journals: (continued)

Journal of Educational Psychology
Journal of School Psychology
Journal of Special Education
Perceptual and Motor Skills
Psychological Bulletin
Psychology in the Schools

SE 572

BEHAVIOR MANAGEMENT (3 SEMESTER HOURS)

Course Objectives

SE 572 is designed to:

1. Give the student an understanding why behavior problems arise in the classroom and
2. Provide the student with an awareness of the methods that can be used to prevent and/or resolve these problems.

Course Description

Designed to acquaint regular and special education teachers, principals, school psychologists, counselors and speech pathologists with principles and applications of classroom management techniques applicable to exceptional children and youth. Methods of changing appropriate behaviors and prompting the acquisition of adaptive behaviors through positive management procedures will be stressed. This course includes an introduction to behavior analysis.

Competencies

Upon completion of the course, the student will be able to:

1. Explain the causes of classroom behavior problems.
2. Explain the relationship among the physical, cognitive, and social-emotional dimensions of the person with that of the environment.
3. Explain and design methods of establishing positive student-teacher relationships.
4. Explain and design methods of establishing positive peer relationships among students within a classroom.
5. Explain and design methods for developing positive self-concepts.
6. Explain the major theoretical approaches and techniques available to teachers for resolving behavior problems based upon behavioral, cognitive, humanistic, and ecological theories.
7. Identify children whose behavior problems can be managed in the classroom and those who require help from ancillary professionals.
8. Explain the use of medical treatment in the management of behavior.
9. Develop procedures for modifying behavior based on cognitive, behavioral, humanistic, and/or ecological theories.

Evaluation

Evaluation of the competencies will be based upon:

1. Attendance and participation.
2. A log of observations of one elementary or secondary school student's behavior for one hour a day over a course of five consecutive days.
3. The demonstration of strategies to help change a behavior for one elementary or secondary school student.

4. The compilation of a resource file of ideas on the management of individual and classroom behavior.
5. Two examinations.

Selected Bibliography

Books:

Axelrod, S. Behavior modification for the classroom teacher (2nd ed.). New York: McGraw-Hill, 1983.

Canter, L. & Canter, M. Assertive discipline: A take-charge approach for today's educator. Los Angeles: Canter & Associates, 1976.

Epstein, C. Classroom management and teaching: Persistent problems and rational solutions. Reston, Virginia: Prentice-Hall Co., 1979.

Glasser, W. Reality therapy: A new approach to psychiatry. Center City, Minnesota: Hazelden Educational Services, 1975.

Gordon, T. Teacher effectiveness training. New York: P. H. Wyden, 1974.

Jones, V. & Jones, L. Responsible classroom discipline: Creating positive learning environments and solving problems. Boston: Allyn & Bacon, Inc., 1981.

Karoly, P. & Kanfer, F. Self-management and behavior change: From theory to practice. New York: Pergamon Press, 1982.

Kraft, A. The living classroom. New York: Harper & Row, 1975.

Mamchak, P. & Mamchak, S. The new psychology of classroom discipline and control. West Nyack, New York: Parker Publishing Co., 1981.

Millman, H., Schaefer, C. & Cohen, J. Therapies for school behavior problems. San Francisco: Jossey-Bass Inc., 1980.

Wilson, G. & Franks, C. Contemporary behavior therapy: Conceptual and empirical foundations. New York: The Guilford Press, 1982.

Wolfgang, C. & Glickman C. Solving discipline problems: Strategies for classroom teachers. Boston: Allyn & Bacon, Inc., 1980.

Journals:

American Journal of Orthopsychiatry

Behavior Disorders Journal

Behavior Therapy

SE 572

Journals: *(continued)*

Exceptional Children
Journal of Abnormal and Social Psychology
Journal of Educational Psychology
Personnel and Guidance Journal
Psychological Bulletin
Psychological Review
Psychology in the Schools

RD 528

SPEECH AND LANGUAGE DEVELOPMENT (3 SEMESTER HOURS)

Course Objective

RD 528 is designed to develop concepts of speech and language development as they relate to the instructional procedures for teachers.

Course Description

An in-depth analysis of speech and language development. Special emphasis is given to elements of linguistics, principals of oral communication, and stages of language acquisition and development.

Competencies

Upon completion of the course, the student will be able to:

1. Contrast the characteristics of speech and language.
2. Describe the physiology of speech production.
3. Describe language acquisition in humans and metnods to facilitate language development.
4. Assess language development in children and youth.
5. Explain the psycholinguistic nature of language and the linguistic subsystems of language.
6. Explain the relationship between language and culture.
7. Explain the relationship between language and cognition.
8. Explain the nature of Standard English structures and language variants and implications for instruction of the dialect speaker.
9. Explain the nature of second language acquisition and implications for instruction of the bilingual and multicultural student.
10. Explain the interrelationship of oral language facility and success in reading achievement.
11. Explain comparisons between oral and written language acquisition.
12. Describe remedial techniques appropriate for specified language problems.

Evaluation

Evaluation of the competencies will be based upon:

1. Attendance and participation.
2. Assessment of oral language development of two children or youths and analysis of findings in written form.
3. Research report on an approved topic.
4. Two examinations.

RD 528

Selected Bibliography

Books:

Anderson, P. & Lapp, D. Language skills in the elementary grades (3rd ed.). New York: Macmillan, 1979.

Blount, B. (Ed.) Language, culture, and society. Cambridge, Massachusetts Winthrop Publishing Co., 1974.

Clark, V., Eschholz, P. & Rosa, A. (Eds.), Language: Introductory readings (3rd ed.). New York: St. Martin Press, 1981.

Cullinan, B. (Ed.) Black dialects and reading. Urbana, Illinois: National Council of Teachers of English, 1974.

DeStefano, J. Language: The learner and the school. New York: Wiley & Sons, 1978.

Hodges R. & Rudorf, E. (Eds.) Language and learning to read: What teachers should know about language. Boston: Houghton Mifflin, 1972.

Lindfors, J. Children's language and learning. New Jersey: Prentice-Hall, Inc., 1980.

Petty, W. & Petty, J. Developing children's language. Boston: Allyn & Bacon, 1980.

Pinnell, G. (Ed.) Discovering language with children. Urbana, Illinois: National Council of Teachers of English, 1980.

Rodrigues, R. & White, R. Mainstreaming the non-English speaking student. Urbana, Illinois: National Council of Teachers of English, 1981.

Froese, V. & Shaw, S. (Eds.) Research in the language arts: Language and schooling. Baltimore: University Park Press, 1981.

Shafer, R. (Ed.) Applied linguistics and reading. Newark, Delaware: International Reading Association, 1979.

Smith, E., Goodman, K. & Meredith, R. Language and thinking in school. (3rd ed.) New York: Holt, Rinehart & Winston, 1979.

Tiedt, P. & Tiedt, I. Multicultural teaching: A handbook of activities, information and resources. Boston: Allyn & Bacon, 1979.

RD 528

Journals:

Child Development
Journal of Child Language
Journal of Communication Disorders
Journal of Educational Psychology
Journal of Educational Research
Journal of Speech & Hearing Disorders
Language Arts
Language Learning
Reading Research Quarterly

RD 527

READING AND THE EXCEPTIONAL LEARNER (3 SEMESTER HOURS)

Course Objective

RD 527 is designed to give the student an understanding of the methods used in diagnosis and remediation of specific reading disabilities in the exceptional learner.

Course Description

Analysis of the special needs of learning disabled, emotionally disturbed, and educable mentally retarded children and youth with specific reading disabilities. Emphasis is given to diagnosis and remediation of specific reading disabilities in these exceptional learners. Students will be expected to administer specific tests, analyze data, and write individualized educational programs which include recommendations for appropriate remedial methods and materials.

Competencies

Upon completion of the course, the student will be able to:

1. Discuss the unique needs of learning disabled, emotionally disturbed, and educable mentally retarded students who have specific reading disabilities and compare them with other students who have specific reading problems.
2. Discuss the controversies relating to the definition, characteristics, identification, and remediation of dyslexia.
3. Choose and explain the use of appropriate norm-referenced and criterion-referenced measures to screen students for specific reading disabilities.
4. Analyze test data to determine the nature and extent of specific reading disabilities.
5. Discuss instructional methods and materials appropriate for learning disabled students with specific reading disabilities.
6. Discuss instructional methods and materials appropriate for emotionally disturbed students with specific reading disabilities.
7. Discuss instructional methods and materials appropriate for educable mentally retarded students with specific reading disabilities.
8. Write individualized educational programs for given learning disabled, emotionally disturbed, and educable mentally retarded students who demonstrate specific reading disabilities.

Evaluation

Evaluation of the competencies will be based upon:

1. Attendance and participation.
2. Administration of six norm-referenced and/or criterion-referenced tests used to identify specific reading skill strengths/weaknesses.

3. One written individualized educational program from given test data, including an analysis of the data, identification of reading strengths and disabilities, and specification of appropriate instruction.
4. A research paper on an approved topic relating to diagnosis and/or remediation techniques of specific reading disabilities.
5. Two examinations.

Selected Bibliography

Books:

Benton, A. & Pearl, D. (Eds.) Dyslexia: An appraisal of current knowledge. New York: Oxford University Press, 1977.

Gillespie, P. & Johnson, L. Teaching reading to the mildly retarded child. Columbus, Ohio: Charles E. Merrill, 1974.

Goodman, Y. & Burke, C. Reading strategies: Focus on comprehension. New York: Holt, Rinehart & Winston, 1980.

Kirk, S., Kliebhan, J. & Lerner, J. Teaching reading to slow and disabled learners. Boston: Houghton Mifflin, 1978.

Lerner, J. Learning disabilities: Theories, diagnosis and teaching strategies (3rd ed.). Boston: Houghton Mifflin, 1981.

Lerner, J., Dawson, D. & Horrath, L. Cases in learning and behavior problems: A guide to individual educational programs. Boston: Houghton Mifflin, 1980.

Richek, M., List, L. & Lerner, J. Reading problems: Diagnosis and remediation. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1983.

Ross, A. Psychological aspects of learning disabilities and reading disorders. New York: McGraw-Hill, 1976.

Roswell, F. & Natchez, G. Reading disability: A human approach to learning (3rd ed.). New York: Basic Books, 1977.

Savage, J. & Mooney, J. Teaching reading to children with special needs. Boston: Allyn & Bacon, 1979.

Sawyer, D. (Ed.) Disabled readers: Insight, assessment, instruction. Newark, Delaware: International Reading Association, 1980.

Vellutino, F. Dyslexia: Theory and research. Cambridge, Massachussets: MIT Press, 1979.

Journals:

Academic Therapy
American Journal on Mental Deficiency
Annals of Dyslexia
Behavior Disorders Journal
Exceptional Children
Journal of Learning Disabilities
Journal of Reading
Learning Disabilities Quarterly
Perceptual and Motor Skills
Reading Research Quarterly
The Reading Teacher

SE 530

NATURE AND NEEDS OF THE MENTALLY RETARDED (3 SEMESTER HOURS)

Course Objectives

SE 530 is designed to:

1. Give the student an historical and theoretical understanding of the field of mental retardation and to
2. Introduce the student to the process of educating a mentally retarded person.

Course Description

Study of the psychology and education of the mentally retarded individual. Characteristics, etiology, and classification of the mentally retarded is explored. Emphasis is given to the practical implications of psychological theory related to the mentally retarded.

Competencies

Upon completion of the course, the student will be able to:

1. Explain the characteristics which identify an individual as mentally retarded.
2. Explain the historical development of diagnosis and treatment of mentally retarded individuals.
3. Explain the major causes of mental retardation.
4. Explain how major concepts in the field of educational psychology relate to the field of mental retardation.
5. Explain the social-psychological impact of mental retardation.
6. Explain the educational and vocational alternatives available to mentally retarded individuals.
7. Explain basic instructional practices used with the mentally retarded.
8. Identify community resources available to the mentally retarded individual and his or her family.
9. Explain major court cases, federal, state, and local legislation as well as state and local regulations pertaining to the field of mental retardation.
10. Identify the major journals and associations pertaining to the field of mental retardation.
11. Critically evaluate research in the field of mental retardation.

Evaluation

Evaluation of the competencies will be based upon:

1. Attendance and participation.
2. The compilation of a resource file of techniques and materials.
3. A term paper and the development of a hypothesis.
4. Two examinations.

SE 530

Selected Bibliography

Books:

Begab, M., Haywood, C. & Garber, H. Psychosocial influences in retarded performance. Vol. I: Issues and theories in development. Vol. II: Strategies for improving competence. Baltimcre: University Park Press, 1981.

Bialer, I. & Sternlicht, M. The psychology of mental retardation: Issues and approaches. New York: Psychological Dimensions, 1977.

Brolin, D. Vocational preparation of persons with handicaps (2nd ed.). Columbus, Ohio: Charles E. Merrill, 1982.

Ellis, N. R. (Ed.) International review of research in mental retardation (Vol 9). New York: Academic Press, 1978.

Kolstoe, O. Teaching educable mentally retarded children (2nd ed.). New York: Holt, Rinehart & Winston, 1976.

Mercer, C. & Snell, M. Learning theory research in mental retardation: Implications for teaching. Columbus, Ohio: Charles E. Merrill 1977.

Payne, J. & Patton, J. (Eds.) Mental retardation. Columbus, Ohio: Charles E. Merrill, 1981.

Payne, J., Polloway, E., Smith, J. & Payne, R. Strategies for teaching the mentally retarded (2nd ed.). Columbus, Ohio: Charles E. Merrill, 1981.

Perskie, R. & Perske, M. Hope for the families: New directions for parents of persons with retardation or other developmental disabilities. Nashville, Tennessee: Abingdon, 1981.

Scheerenberger, R. A history of mental retardation. Baltimore: Paul N. Brookes, 1982.

Sellin, D. Mental retardation: Nature, needs and advocacy. Boston: Allyn & Bacon, 1979.

Journals:

Academic Therapy

American Journal of Mental Deficiency

Education and Training of the Mentally Retarded

Exceptional Children

Exceptional Parent

SE 530

Journals (continued)

Journal of School Psychology

Journal of Special Education

Mental Retardation

Phi Delta Kappan

Teaching Exceptional Children

ED 472

ISSUES IN MODERN AMERICAN EDUCATION (3 SEMESTER HOURS)

Objective:

ED 472 is designed to give the student an awareness and appreciation of the major issues in education from the perspective of the regular classroom teacher, the special education teacher, the school administrator, and the school-aged individual and his or her parents or guardians.

Course Description:

Analysis and interpretation of critical problems and issues in all areas of American education. Emphasis is given to current confrontations in contemporary education, i.e., competency based teaching/learning, desegregation, public vs. private schools, teacher militancy, and declining enrollments, etc.

Competencies

Upon completion of the course, the student will be able to:

1. Identify the existence of an issue and the various viewpoints that exist within a group of individuals.
2. Identify issues of common concern in the field of education.
3. Recognize the stated or implied assumptions underlying each viewpoint of an issue.
4. Analyze the validity of the supporting arguments presented in a controversy.
5. Synthesize the information gleaned from analysis of a given issue.
6. Determine an appropriate plan of action for resolving a given issue.

Evaluation:

Evaluation of the competencies will be based upon:

1. Attendance and participation.
2. A reaction paper concerned with a given topic for each class meeting.
3. Summary and critique of journal or newspaper articles dealing with each of the issues covered in class.

Selected Bibliography

Journals:

American Journal of Orthopsychiatry

Elementary Principal

Exceptional Children

Exceptional Parent

ED 472

Journals: (continued)

Farm Journal
Harvard Educational Review
Journal of Social Issues
Ladies' Home Journal
Language Arts
Phi Delta Kappan
Time

SE 550 AND SE 551

LEARNING DISABILITIES PRACTICUM (6 SEMESTER HOURS)

Course Objectives

SE 550 and SE 551 are designed to:

1. Provide the student with the opportunity to coalesce his or her knowledge in the field of learning disabilities and to
2. Provide the student with the opportunity to translate theory into practice.

Course Description

Professionally supervised experience with special education pupils, teachers, and administrators. The practicum is planned and supervised by professionally trained members of the faculty. This course also includes study in procedures employed in organizing and administering programs in learning disabilities.

Competencies

Upon completion of the course, the student will be able to:

1. Explain his or her personal and theoretical approach to the field of learning disabilities and its influence on working with learning disabled students.
2. Write an appropriate lesson plan in a given content area.
3. Write an appropriate individualized educational program for a given learning disabled student.
4. Implement, evaluate, and appropriately modify an instructional plan for a given learning disabled student and emotionally disturbed or mentally retarded student.
5. Administer a complete diagnostic evaluation, write a complete diagnostic report, and communicate the results and appropriate recommendations to the student and his or her parents as well as appropriate colleagues.
6. Organize a learning disabilities classroom, including the selection and ordering of teaching materials, physical arrangement of furniture, record keeping, etc.
7. Work with learning disabled and emotionally disturbed or mentally retarded students individually and in small groups.
8. Plan and implement a complete day's activities for a learning disabilities class.
9. Demonstrate sensitivity and appropriate accommodation to the physical, cognitive, and social-emotional needs of a given student.
10. Make appropriate recommendations to regular classroom teachers and parents of learning disabled students.
11. Prepare and present an in-service workshop for school personnel and/or parents.
12. Effectively interview and counsel learning disabled students and/or their parents as well as refer them to other professionals when necessary.

13. Establish and maintain rapport with other school personnel as well as parents and students.
14. Participate meaningfully in team meetings for student placement and/or development of individualized educational programs.
15. Help a student modify a target behavior.

Evaluation

Evaluation of the competencies will be based upon:

1. Weekly lesson plans for specified learning disabled students and implementation of those lesson plans.
2. Logs and graphs of the work and behavior of specified learning disabled students.
3. The successful planning and implementation of a complete day's activities for a learning disabilities class.
4. Four satisfactorily written individualized educational programs.
5. Two satisfactorily written diagnostic reports with accompanying recommendations.
6. Participation in a minimum of three informal conferences with parents, three informal conferences with regular classroom teachers, and one formal team meeting.
7. Implementation of cooperating teacher's lesson plans for specified emotionally disturbed or mentally retarded students as well as the maintenance of student logs.
8. Paper describing values.
9. Paper describing personal and theoretical approach to teaching learning disabled students.
10. Summaries of a minimum of 16 articles of practical relevance to the learning disabilities teacher in a minimum of ten different areas.
11. Compilation of a resource file of ideas for teaching, behavior management, and evaluation.
12. Development and presentation of an in-service workshop for school personnel and/or parents.
13. Satisfactory recommendation by cooperating teacher.

Selected Bibliography

Journals:

Academic Therapy

Annals of Dyslexia

Behavior Disorders Journal

Education and Training of the Mentally Retarded

Exceptional Children

Exceptional Education Quarterly

Exceptional Parent

Focus on Exceptional Children

Journal of Applied Behavior Analysis

SE 550 AND SE 551

Journals: (continued)

Journal of Learning Disabilities
Journal of Special Education
Learning Disabilities Quarterly
Teaching Exceptional Children

SE 570 AND SE 571

PRACTICUM IN EMOTIONAL DISTURBANCE (6 SEMESTER HOURS)

Course Objectives

SE 570 and SE 571 are designed to:

1. Provide the student with the opportunity to coalesce his or her knowledge in the field of emotional disturbance and to
2. Provide the student with the opportunity to translate theory into practice.

Course Description

Professionally supervised experience in special education with pupils, teachers, and administrators. The practicum is planned and supervised by professionally trained members of the faculty. This course includes study in procedures employed in organizing and administering programs in emotional disturbance.

Competencies

Upon completion of the course, the student will be able to:

1. Explain his or her personal and theoretical approach to the field of emotional disturbance and its influence on working with emotionally disturbed children and youth.
2. Write an appropriate lesson plan in a given content area.
3. Write an appropriate individualized educational program for a given emotionally disturbed student.
4. Implement, evaluate, and appropriately modify an instructional plan for a given emotionally disturbed student as well as learning disabled or mentally retarded student.
5. Organize a classroom for the emotionally disturbed, including the selection and ordering of teaching materials, physical arrangement of furniture, record keeping, etc.
6. Work with emotionally disturbed as well as learning disabled or mentally retarded students individually and in small groups.
7. Plan and implement a complete day's activities for a class of emotionally disturbed students.
8. Demonstrate sensitivity and appropriate accommodation to the physical, cognitive, and social-emotional needs of a given student.
9. Make appropriate recommendations to regular classroom teachers and parents of emotionally disturbed students.
10. Prepare and present an in-service workshop for school personnel and/or parents.
11. Effectively interview and counsel emotionally disturbed students and/or their parents as well as refer them to other professionals when necessary.
12. Establish and maintain rapport with other school personnel as well as parents and students.
13. Participate meaningfully in team meetings for student placement and/or development of individualized educational programs.
14. Help a student modify a target behavior.

SE 570 AND SE 571

Evaluation

Evaluation of the competencies will be based upon:

1. Weekly lesson plans for specified emotionally disturbed students and implementation of those lesson plans.
2. Logs and graphs of the work and behavior of specified emotionally disturbed students.
3. The successful planning and implementation of a complete day's activities for a class of emotionally disturbed students.
4. Four satisfactorily written individualized educational programs.
5. Participation in a minimum of three informal conferences with parents, three informal conferences with regular classroom teachers, and one formal team meeting.
6. Implementation of cooperating teacher's lesson plans for specified learning disabled or mentally retarded students as well as the maintenance of student logs.
7. Paper describing values.
8. Paper describing personal and theoretical approach to teaching emotionally disturbed students.
9. Summaries of a minimum of 16 articles of practical relevance to the teacher of the emotionally disturbed in a minimum of ten different areas.
10. Compilation of a resource file of ideas for teaching, behavior management, and evaluation.
11. Development and presentation of an in-service workshop for school personnel and/or parents.
12. Satisfactory recommendation by cooperating teacher.

Selected Bibliography

Journals:

Academic Therapy

Behavior Disorders Journal

Behavior Therapy

Education and Training of the Mentally Retarded

Exceptional Children

Exceptional Parent

Exceptional Education Quarterly

Focus on Exceptional Children

Journal of Abnormal and Social Psychology

Journal of Applied Behavior Analysis

Journal of Consulting and Clinical Psychology

Journal of Learning Disabilities

Journal of Special Education

Teaching Exceptional Children

PERSONS WITH PRIMARY PROGRAM RESPONSIBILITIES

The Department of Education and Home Economics is one of eighteen departments within the College of Arts and Sciences. (See Figures 1 and 2 for organizational structure.) Dr. Paul Sanford Salter is Dean of this College. The Chair and Associate Chair of the Department of Education and Home Economics are Dr. David Nelson and Dr. Jennifer Cobb, respectively. This Department has primary responsibility for teacher education within the College of Arts and Sciences. Dr. Nelson serves as the certifying officer for all teacher education programs approved by the Kansas State Department of Education.

The newly proposed Special Education Program within the Department of Education and Home Economics is directed by Dr. Ellen Wertlieb. She has primary responsibility for the development of the Master's level programs in learning disabilities and emotional disturbance. In addition, she advises all special education majors and teaches graduate and undergraduate classes. Dr. Wertlieb's area of specialization is learning disabilities. A national search is presently being conducted to recruit a full-time faculty member who specializes in the area of emotional disturbance. (See Figure 3 for position announcement.) A listing of the faculty members and the courses that they have taught for the Special Education Program is provided in the following section.

WASHBURN UNIVERSITY OF TOPEKA

UNIVERSITY ORGANIZATION STRUCTURE

(1982-83)

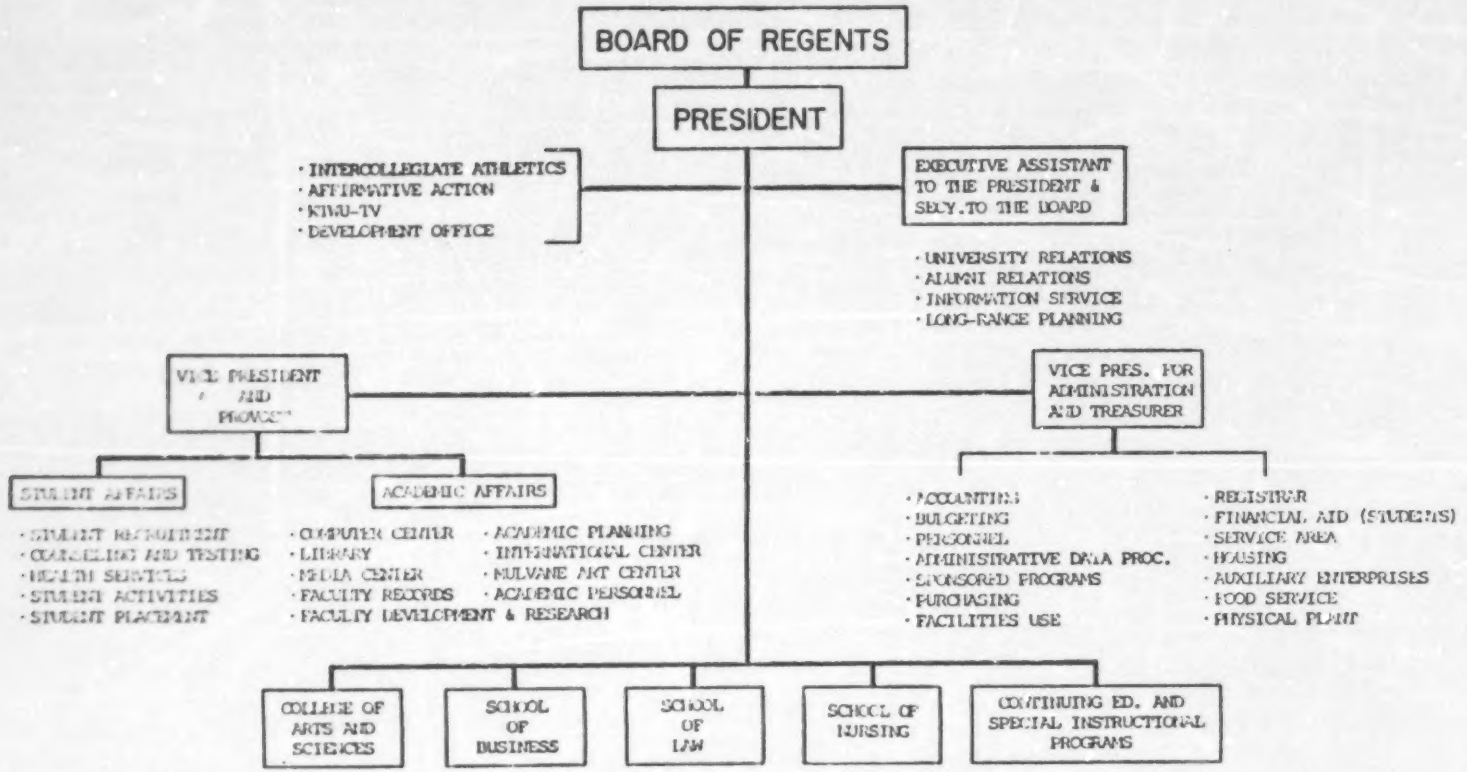

Figure 1

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WASHBURN UNIVERSITY OF TOPEKA

ACADEMIC ORGANIZATION STRUCTURE

(1982-83)

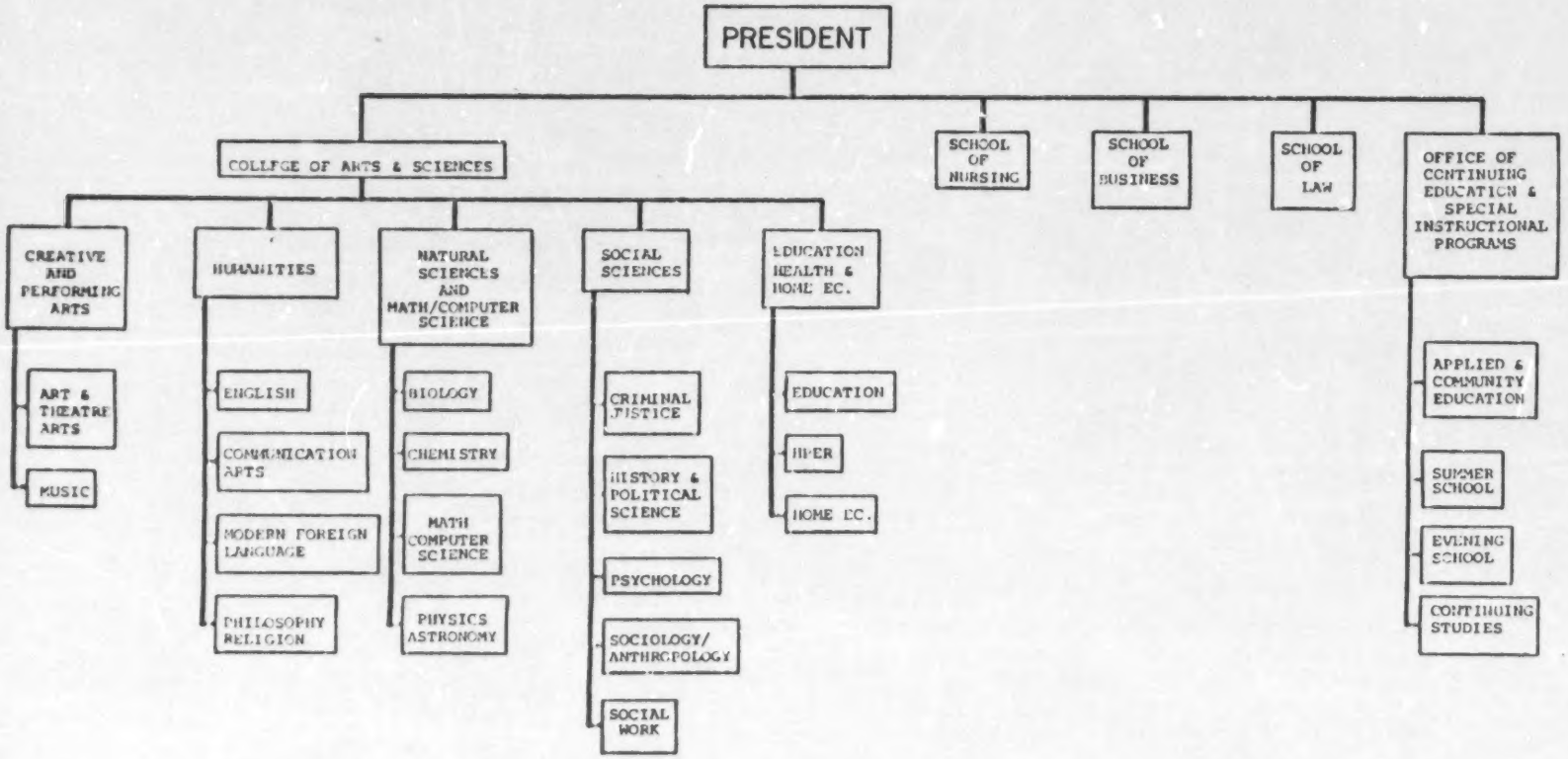

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Figure 2

WASHBURN UNIVERSITY OF TOPEKA

POSITION ANNOUNCEMENT

POSITION: Assistant or Associate Professor
Special Education - Emotional Disturbance
Tenure-Track, Nine-Month Appointment

QUALIFICATIONS: Earned doctorate in special education or educational psychology with an emphasis on emotionally disturbed children and youth. Additional preparation in related areas such as learning disabilities, mental retardation, and/or gifted and talented desirable.

Minimum of two-years of appropriate experience in school or other institution.

Demonstrated leadership skills.

RESPONSIBILITIES: Undergraduate and graduate teaching, service, curriculum development, and research.

SALARY: Commensurate with experience and qualifications.

POSITION OPENS: January 1984

CLOSING DATE: November 11, 1983 or until a suitable candidate is found.

APPLICATION: Submit resume, three letters of recommendation, and transcripts to:

Dr. David Nelson, Chairperson
Department of Education and Home Economics
Washburn University of Topeka
Topeka, kansas 66621

WASHBURN UNIVERSITY OF TOPEKA IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

Figure 3

FACULTY AND COURSES THAT THEY HAVE OFFERED
FOR THE SPECIAL EDUCATION PROGRAM
DURING SUMMER AND/OR FALL 1983

Full-Time Faculty

Jennifer Evans Cobb, Ph.D., Kansas State University, 1978; M.S., Kansas State University, 1972; B.A., Ottawa University, 1970. SE 200 - The Developing Person.

Harvey J. McArthur, Ed.D., University of Kansas, 1960; M.S., University of Kansas, 1949; B.S., University of Kansas, 1941. ED 472 - Issues in Modern American Education

David Nelson, Ph.D., Northwestern University, 1974; M.A., DePaul University, 1970; M.S., Northern Illinois University, 1967; B.S., Northern Illinois University, 1964.

Julia Etta Parks, Ed.D , University of Kansas, 1980; M.Ed., Washburn University, 1965; B.Ed., Washburn University, 1959. ED 320 - Teaching Reading in the Elementary/Middle School.

Mary Shoop, Ph.D., Kansas State University, 1979; M.A., University of Michigan, 1974; B.S., Wittenberg University, 1969. RD 480 - Classroom Reading Instruction.

Reed L. Stolworthy, Ed.D., Brigham Young University, 1965; M.S., Brigham Young University, 1959; B.S., Brigham Young University, 1955. ED 464 - Introduction to Educational Research.

Ernest Clyde Swisher, Jr., Ed.D., University of Kansas, 1953; M.S., Kansas State College, Pittsburg, 1946; B.S., Kansas State College, Pittsburg, 1941. ED 460 - Advanced Educational Psychology.

Ellen C. Wertlieb, Ph.D., New York University, 1982; M.A., University of Connecticut, 1973; B.A., Queens College of the City University of New York, 1972. ED 302 - Teaching Exceptional Learners, SE 544 - Learning Disabilities of Children & Youth, SE 550 - Learning Disabilities Practicum.

Adjunct Faculty

Jane D. Adams, Ph.D., Kansas State University, 1983; M.S., Kansas State University, 1978; B.A., Marymount College, 1968. SE 543 - Assessment in Special Education.

Jeanne L. Jerg, M.S., Emporia State University, 1973; B.Ed., Washburn University, 1970. SE 568 - Diagnostic and Remedial Teaching of Emotionally Disturbed Children and Youth (renamed Methods, Materials, and Curriculum for Teaching Emotionally Disturbed Children and Youth).

Adjunct Faculty (continued)

Charlotte Layne Hunley, M.S., Kansas State University, 1981; M.A., University of Missouri, 1973; B.S., University of Kansas, 1968. ED 302 - Teaching Exceptional Learners. SE 548 - Diagnostic and Remedial Teaching of Learning Disabled Children and Youth (renamed Methods, Materials, and Curriculum for Teaching Learning Disabled Children and Youth).

Linda Kay Murphy, M.A., Washburn University, 1976; B.A., Principia College, 1968. SE 540 - Psychology of the Exceptional Student (renumbered SE 476).

Carrie Rutherford, M.S., Kansas State University, 1980; B.A., Washburn University, 1976. SE 564 - Emotional Disturbances in Children and Youth.

Cooperating Teachers

Jane Anderson, M.S., Kansas State University, 1981; B.S., University of Kansas, 1971. Cooperating Teacher for Learning Disabilities Practicum in Carbondale, USD 434.

Trudy Stegelman, M.S., University of Kansas, 1979; B.Ed., Washburn University, 1972. Cooperating Teacher for Learning Disabilities Practicum in Topeka, USD 501.

RESOURCES

The Special Education Program is one of five graduate level programs in the Department of Education and Home Economics. It is housed in Carnegie Hall. This building has a variety of settings ranging from a large lecture hall to small seminar rooms. An observation booth which is attached to one of the rooms provides the opportunity for students to be observed and evaluated in their testing as well as teaching skills.

Carnegie Hall also houses a micro-computer classroom. The easy access to this room provides the opportunity to acquaint students with the skills necessary to implement a computer-assisted instructional component to their future special education classes.

The Washburn Instructional Media Center, located in the center of Washburn's campus makes audiovisual equipment easily available for multi-media presentations in the classroom. Most classrooms are permanently equipped with overhead projectors as well as screens. In addition, Washburn's Mabee Library is equipped with video recorders, tape recorders, and filmstrip viewers. This arrangement provides students the opportunity to study supplementary course-related audiovisual material at their convenience. The audiovisual collection of Washburn University is enhanced by the wide selection of this material available in Topeka by such agencies as the Kansas Department of Health and Environment, the Menninger Foundation Library, the March of Dimes, and the Stormont-Vail Medical Library.

In addition to utilizing professionally produced videotapes, students and faculty can produce their own videotapes through the use of the television taping facilities located in the Henderson Resources Center. Instructional programs can be recorded and produced for use within the classroom setting. In addition, original programs can be cablecast over Cable Channel 11.

There are three separate library facilities available for student use on the Washburn University Campus. Each of these facilities has a professional librarian available for consultation. The Curriculum Resources Center, located in Carnegie Hall, holds the typical materials that would be found in a public school library. The collection includes print and non-print materials for children and young adults, a current textbook collection for children in preschool through twelfth grade, and curriculum guides for various content areas. These materials can be used by the Master's level special education major when designing lesson plans as well as in the direct service to the special education population during the practicum experience.

The Law Library, housed in Washburn University's Law School, holds a wide variety of books and legal periodicals crucial for researching the legal issues impacting the area of special education. In addition, the Law School Library is a partial depository for United States Government Documents. These documents provide important statistical information as well as information regarding services available to the disabled population.

Mabee Library, located in the center of Washburn University's campus, maintains a collection of books and periodicals necessary for research. It is a depository for Educational Resources Information Center (ERIC) documents as well as Kansas State documents. Materials that are not available in Mabee Library are obtainable from local, state, and out-of-state libraries through an inter-library loan agreement. In addition, research is aided by the availability of computerized searches.

As the state capitol of Kansas, Topeka has several resource centers outside the Washburn University Campus. Research regarding legal issues is particularly enhanced by access to the Kansas State Library and the Kansas Supreme Court Library. In addition, Topeka is the site for the main office of the National Organization on Legal Problems of Education (NOLPE). This organization publishes numerous documents and sponsors conferences concerned with various legal issues in education.

Information concerned with general and theoretical issues related to special education populations can be obtained at the Menninger Foundation Library, the Dr. Karl A. Menninger Medical Library, the State Rehabilitation Services Staff Development Library, the Kansas Department of Health and Environment Library, the Stormont-Vail Medical Library and the Topeka Public Library. In addition, the Kansas State Historical Library provides students with the unique opportunity to develop innovative lesson plans drawing upon the rich heritage of the people of Kansas. The library at the Kansas State Department of Education is also extremely valuable for the development of lesson plans since it contains a collection of newly published books written for children and young adults.

A basic industry in the City of Topeka is that of health-related services. In addition to the Special Education Cooperative of the public school system, there are a variety of agencies in Topeka which provide services to disabled children and youth. For example, Topeka is the site for the Capper Foundation for Crippled Children, The Kansas Neurological Institute, The Menninger Foundation, The Topeka State Hospital and The Topeka Association for Retarded Citizens. These facilities provide ideal locations for student field visitations. Some of these agencies may also serve as fieldwork sites for the student who desires experience outside the public school setting. In addition, professional staff members from these and other Topeka-based agencies provide Washburn University with a tremendous pool of talent from which to obtain guest speakers and consultants for various functions related to the Special Education Program.

The faculty and administrators of Washburn University are philosophically and financially committed to the development and success of the Master's programs in learning disabilities and emotional disturbance. Consequently, money has been earmarked for the purchase of field-related books, journals, and testing materials. In addition, plans are being made to remodel Carnegie Hall so as to accomodate the needs of the physically disabled. Clearly, Washburn University and the City of Topeka have an abundance of resources available to meet the needs of the new Special Education Program.